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ABSTRACT

This collection of papers debates the merits of smaller class sizes and research methods used to evaluate the efficacy of this education reform measure. Four chapters focus on (1) "Understanding the Magnitude and Effect of Class Size on Student Achievement" (Alan B. Krueger), which discusses expenditures per student and economic criterion; (2) "Evidence, Politics, and the Class Size Debate" (Eric A. Hanushek), which looks at the history of class size reduction, econometric evidence, the Tennessee class size experiment, and policy calculations and asserts that other policies besides class size reduction, including improving teacher quality, are more important; (3) "A Response to Eric Hanushek's `Evidence, Politics, and the Class Size Debate'" (Alan B. Krueger), which looks at the nine studies that receive the most weight, the statistical significance of estimates, and NAEP data; and (4) "Making the Evidence Matter: Implications of the Class Size Research Debate for Policy Makers" (Jennifer Rice King), which focuses on the nature of the debate, policy issues, and implications for research. (Contains 99 references.) (SM)

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